

ENGLISH LANGUAGE PROFICIENCY DESCRIPTIONS

PRE-EMERGENT/NEP

At this level of English language proficiency, students have limited or no understanding of oral or written English but participate by listening. They may demonstrate comprehension by using a few isolated words or expressions in speech. They typically draw, copy, or respond non-verbally or in their native language to simple commands, statements and questions. They may understand that there is a relationship between oral and written language.

EMERGENT/NEP & LEP

At this level of English language proficiency, students begin to understand that written language represents oral language. They understand and respond to basic social conventions, simple questions, simple directions, and appropriate level texts. They participate in classroom routines. They speak, read, and write using single words, short phrases, or simple sentences with support. They have a minimal expressive vocabulary.

“Low” (INTERMEDIATE)/LEP

At this level of English language proficiency, students begin to understand and use more abstract, unfamiliar, academic, and formal language. They participate in content area discussions and tasks. They use simple, comprehensive sentences and questions marked with developmental errors. They understand common words, phrases and everyday topics; however, they need continued support to read and write more complex narrative and expository texts.

“Advanced” (High INTERMEDIATE)/LEP

At this level of English language proficiency, students understand and use more abstract, academic, and formal language and literacy skills. They participate actively in most social and classroom tasks, using some idioms and more content-specific languages in speech and writing. They read and write independently for personal and academic purposes, with some persistent errors. With some support, they read and write about various topics, using different genres for a variety of audiences.

“Fluent” (ADVANCED)/FEP

At this level students have developed proficiency in English language and literacy skills. They may need continued support when engaging in complex academic tasks requiring increasingly academic language.